U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)

Status: Submitted
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Technical Review Coversheet

Applicant: Frostburg State University (S336S220019)
Reader #1:   **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	111

Technical Review Form

Reader #1:   **********

Applicant: Frostburg State University (S336S220019)

Questions

Selection Criteria - Quality of Project Design

1. **A. Quality of the Project Design (30 points)**

   The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

   (i)   The extent to which the proposed project demonstrates a rationale.
   (ii)   The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
   (iii)   The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
   (iv)   The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
   (v)   The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
   (vi)   The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

   Strengths:

   Overview:
   The applicant clearly provided a strong rationale that is supported by the logic model. The rationale also clearly outlines three distinct objectives designed to improve teaching and learning and support rigorous academic standards for students. The project design is thoroughly described and reflects up-to-date knowledge from research and effective practice. A detailed plan for building capacity and providing feedback is also clearly evident in the narrative.

   i. The applicant provides a strong rationale that is grounded in research conducted by the institution from data gathered from a needs assessment. Additional research that guides the rationale center around the teacher career continuum: including recruitment, training, development, retention and supporting teachers with effective leaders and professional learning environments. The applicant also used research on working in rural schools, teacher recruitment, special education and elementary education as guiding practices for their logic model. The logic model provided clearly aligns the inputs, activities, short and long-term outcomes with the goals and objectives.

   ii. The applicant provides evidence of three clearly defined and measurable objectives. Specifically, the applicant proposes to: increase the number of highly effective, culturally responsive teachers for special education in Appalachia; improve teacher support, retention, and advancement; and validate the impact of the model. A clearly outlined table, that matches each goal and objective to the performance measures and annual targets is provided in the narrative.

   iii. The applicant clearly provides evidence that they proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. For example, the proposed project will be aligned with CAEP's national accreditation standards, and the standards of the Interstate Teacher Assessment and Support Consortium (InTASC) for initial certification programs. The state's Professional Learning Reimagined Framework and the Blueprint for MD's Future will also be considered
   in the development of the program. In addition, the proposed program will support the state's Professional Teaching Standards, PA's Code of Professional Practice and the CAEP K-6 Elementary Teacher Preparation Standards, as well as

WV and MD College- and Career- Readiness Standards and PA Core Standards. The applicant will further gain guidance from the Council for Exceptional Children and American Council on Rural Special Education in the development of the special education curriculum.

iv. Strong evidence of a project design that reflects up-to-date knowledge from research and effective practice is noted in the narrative. For example, the applicant builds on evidence-based practices in their design of clinical experiences. Specifically, the applicant indicates that in the dual certification program they will provide highly structured and well-supported opportunities for fieldwork and applications of best practice under the supervision of university supervisors and teacher mentors.

v. A clear plan for informing continuous improvement through performance feedback at three distinct levels is described in the narrative. The applicant will provide project level feedback through the MegaCommunity's formal surveys and informal discussions (e43). Program level and individual participant feedback will also be provided (e44).

vi. The applicant clearly proposes to build capacity through their P-20 partnerships who have demonstrated region-wide commitments to maximizing the impact and ensuring sustainability (e45). They will also leverage cross-sector expertise and resources among academic experts, policy makers and industry leaders (e45). Further, the MegaCommunity will build capacities and leverage shared resources for teacher leader pathways with professional development infrastructures and career ladders for teacher advancement, and conduct research and promote promising practices for potential scaled implementation, validation, and replication in high-need rural communities (e45).

Weaknesses:

i. None noted
ii. None noted
iii. None noted
iv. None noted
v.   None noted
vi. None noted

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

1. **B. Quality of the Project Evaluation (20 points)**

   **The Secretary considers the quality of the evaluation to be conducted of the proposed project.
   In determining the quality of the evaluation, the Secretary considers the following factors:**

   **(i)   The extent to which the methods of evaluation will provide valid and reliable
   performance data on relevant outcomes.
   (ii)   The extent to which the methods of evaluation are thorough, feasible, and appropriate
   to the goals, objectives, and outcomes of the proposed project.**

   Strengths:
   Overview:
   The applicant provides a strong evaluation plan that includes the collection of valid and reliable data that are clearly aligned to goals and objectives of the proposed project. The methods of evaluation are clearly specified and appropriate. The methods of evaluation described in the narrative are thorough, feasible, and appropriate to the goals, objectives and outcomes described in the narrative.

i. Clear evidence is provided in the narrative outlining how the methods of evaluation will provide valid and reliable performance data on relevant outcomes. For example, the REACH evaluation will include both an implementation (formative) study and a summative (impact) study (e47). It also uses a concurrent mixed-method, theory-based design. The design employs a culturally responsive evaluation lens (e47). The impact evaluation will involve a pre-post single subject design. The applicant will also use will use a mixed methods non-experimental approach that documents the formation, implementation, and institutionalization of the MegaCommunity among the core partners of the project and will utilize the results of the MegaCommunity's self-assessment, performed using the EDI (e48). The applicant will look at the data collected through a fidelity examination to ensure execution of the interventions as designed. A detailed plan for sharing lesson learned and building capacity is also clearly described.

ii. Strong evidence that the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project is provided in the narrative. The applicant provides strong research and evaluation questions with a cross-walk against each objective in the narrative (e49; e50-e51). For example, the applicant will use students Praxis results as one data point for improving students' achievement (e50). Additionally, the applicant specifies, that they will collect both qualitative and quantitative data that will be generated from the implementation and impact studies (e49). For example, the applicant notes, they will collect surveys, hold focus groups, use meeting notes, correspondence, site visit and classroom observation notes, attendance/participation records, and other extant project records as data to be collected. Also, the applicant will use project records that include application data for the dual certification program (e.g., application information, GPA, and Praxis Core/GRE/SAT/ACT scores) and teaching fellows' teacher of record assignment and performance records from school districts (e52). Further, the applicant provides a chart outlining the rigorous strategies, methods, structured data collection processes and timeline for the collection of valid and reliable data (e50-e51).

Weaknesses:
i.   None noted
ii.   None noted

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i)   The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.
(ii)   The extent to which the budget is adequate to support the proposed project.
(iii)   The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.
(iv)   The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.
(v)   The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

Overview:

The applicant provides appropriate evidence of support including facilities, equipment, supplies, and other resources, from the applicant organization. In addition, the applicant provides strong evidence of a budget that is reasonable in relation to the objectives, design, and potential significance to support the proposed project. Additionally, the costs described in the budget are reasonable. The applicant also clearly demonstrates that they have the resources to operate the project beyond the length of the grant. They have appropriately provided a multi-year financial and operating model with commitments from partners and all other stakeholders involved with the proposed project.

Supporting Statements:

i. The applicant provides clear evidence that they have support among the partnering agencies, including physical resources, human capital and social capital with 100% matched funding. For example, the applicant specifies that FSU will provide a dynamic learning and assessment system to support the innovative competency based micro-credentials for new teachers, mentor teachers, and induction coaches (e54). Partner schools and districts have committed to offering a range of meeting spaces, technologies, curricular materials and school library media resources (e54). Support letters are also detailed and provided in the application (e183-e189).

ii. The applicant provided a proposed budget that is appropriate to support the proposed project. The total federal costs requested in support of REACH equal $3,299,965. These costs, as defined in the budget narrative (e237-e250), are adequate in relation to the requirements of the two goals, three objectives, and four strategies of the REACH project. The costs reflect specific front-end investments in building capacities to design and deliver the proposed project activities.

iii. Appropriate evidence that the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project are provided in the narrative. Specifically, the applicant indicates, REACH will serve five school districts, 120 TCs, and 210 additional educators, for a total of 330 adults directly served and approximately 10,000 students indirectly served. This is an equivalent of $10,000 per educator served or $330 per student impacted in requested federal funding. Strong evidence that the impact will have far-reaching impact is also clearly described in the narrative (e57).

iv. The applicant provides a detailed plan that demonstrates that it has the resources to operate the project beyond the length of the grant. Specifically, the applicant notes, that they will hire a Sustainability Consultant that will work with the Leadership Team during years 3, 4, and 5 of the grant period to develop action plans to sustain the innovations beyond the grant period through appropriated, reallocated, and/or leveraged private and state funds. (e58). The proposed project is clearly aligned to state and national standards that are designed to ensure organizational support with sustainable operations during and beyond the grant period (e58). The applicant also provides memoranda of understanding (MOU) for the partnership with Baltimore City for Clinical Rotations and with Allegany County Public Schools and Mineral County Public Schools. They also have MOUs with local community colleges that will contribute to seamless transitions and a shared vision for teacher education and a working partnership with partner schools for high school dual enrollment (e183-e189).

v. A solid plan for establishing sustainability is evident in the hiring of a Sustainability Consultant that will work with the Leadership Team during years 3, 4, and 5 of the grant periods to develop action plans to sustain the innovations beyond the grant period through appropriated, reallocated, and/or leveraged private and state funds. In addition, the project design maximizes political sustainability, organizational sustainability, and financial sustainability (e58). Further, the applicant specifies that the project is co-designed with place in mind, so that coursework, clinical experiences and the induction programs are geared towards meeting the needs of the targeted populations (e58).

Weaknesses:

i.   None noted
ii.   None noted
iii.   None noted
iv.   None noted
v.   None noted

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

1. D. Quality of the Management Plan (20 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of management plan for the proposed project, the Secretary considers the following factors:

(i)   The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
(ii)   The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

Overview:

The applicant provides an adequate management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. The applicant could include job descriptions for key personnel in the event the applicant needs to hire new personnel. In addition, the applicant provides clear procedures for ensuring feedback and continuous improvement in the operation of the proposed project.
Supporting Statements:

i. The applicant provides an adequate management plan designed to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. For example, the applicant indicates, the REACH Leadership Team will enact the day-to-day operations of the REACH project. The leadership team includes a part-time (11% FTE) PI, full-time Project Director (100%), part-time MegaCommunity Coordinator (14% FTE), part-time Curriculum Designer and Teacher Lead/Induction Lead (40% FTE), and part-time Manager and Administration of Elementary/Special Education dual enrollment (20% FTE) (e-61-e62). The Leadership Team's role will be to govern, manage, implement, and achieve stated goals on time and within budget. The REACH Leadership Team will meet on monthly basis to review status, address barriers, and adjust operations to ensure progress and achieve goals (e61). A detailed timeline that includes a mapping of the goals objectives and timeline for accomplishing the tasks in clearly provided in the application (e228-e230).

ii. The applicant provides a strong plan for ensuring feedback and continuous improvement in the operation of the proposed project. For example, the applicant specifies, project level feedback will be gathered by the evaluator through surveys and focus groups, including TCs, teacher fellows, mentors, coaches, principals, teachers who participate in PD/induction, school administrators, and faculty members. In addition, feedback will be solicited during quarterly meetings of the MegaCommunity from representative stakeholders, government officials, and business partners. The project evaluator will include twice yearly reports to the MegaCommunity that will summarize progress, raise concerns, and make recommendations for continuous improvement, and the MegaCommunity will advise on strategic responses and directions for program improvement (e63-e64).

Weaknesses:

i.   None noted

ii.   None noted

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. **Increasing Educator Diversity (Up to 4 points).**

   Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or both of the following:

   a)   High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under Part B of Title III and Subpart 4 of Part A Title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under Title III and Title V of the HEA) that include one year of high-quality clinical experiences)prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates.
   b)   Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.

   Strengths:

   Overview:

   The applicant provides adequate evidence of a program that is designed to reforms teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.

   a.   The applicant did not address this competitive preference priority

   b. Adequate evidence of a program that will reform a teacher education program by improving the diversity of teacher candidates is provided in the narrative. For example, the applicant specifies they will establish a Teacher Education Advising and Support Center within the COE to provide Praxis tutoring and access to test preparation materials, both prior to program admission and during the dual certification program. Further, the Advising and Support Center will provide evidence-based and relationship-centered advising to students and connect students to affinity groups on campus such as the Black Student Alliance, Caribbean Student Association, Chinese Culture Club, Ethiopian Student Association, Indian and South Asian Students Association, Japanese Cultural Club, Latin American Student Organization, NAACP College Chapter, NCNW (National Council of Negro Women), SPECTRUM (LGBTQ), and Students for Women's Issues (e63-e64). Additionally, the applicant will focus on recruitment of students from underrepresented groups and provide specific supports for students in the program who have specified risks (e65).

Weaknesses:
a.   The applicant did not address this competitive preference priority
b.   None noted

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

1. **Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 3 points).**

   Projects that are designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.

   Strengths:
   Overview:
   The applicant provides clear evidence in the narrative of a proposed project that is designed to increase the proportion of well-prepared, diverse and effective educator serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.

   The applicant provides clear evidence that their proposed project is designed to increase the proportion of well-prepared, diverse, and effective educators who become certified as special educators and work in high-need LEAs and schools in rural Appalachia. Each of the teachers in the proposed project will have completed embedded clinical experiences in both urban and rural high-need schools and will complete their year-long internship in a high-need school within a high-need LEA, helping them to be well prepared to meet the needs of underserved students (e66). In addition, the REACH induction program will include microcredentials/PD in the areas of the science of reading, high-leverage practices, and culturally responsive teaching which will ensure participant mastery of the skills embedded within the credential through performance tasks (e66).

   Weaknesses:
   None noted

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. **Meeting Student Social Emotional, and Academic Needs (Up to 2 points).**

   Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through creating a positive, inclusive, and identity-safe climate at institutions of higher education, through one or more of the following activities:

   a)   **Fostering a sense of belonging and inclusion for underserved students.**
   b)   **Implementing evidence-based practices for advancing student success for underserved students.**

Strengths:

Overview:
The applicant clearly provides a proposed project that will foster a sense of belonging and inclusion for underserved students. The proposed plan will appropriately implement evidenced-based practices for advancing student success for underserved students.

a. The applicant provides clear evidence that REACH will establish a Teacher Education Advising and Support Center for TCs enrolled in the dual certification program. This Center will surround the TCs with a support system of faculty and staff who are looking out for the students' best interests and sharing notes and kudos with one another through Beacon Alert; implementing evidence-based advising; and supporting the TCs in cultivating a sense of belonging on campus, through linkages to student organizations and other support services. Additionally, the applicant specifies faculty will model the culturally responsive practices that the college instills in its students. In addition, REACH will offer hiring bonuses for faculty/staff of color to provide demographically similar mentors for incoming students (e67).

b. The applicant provides appropriate evidence of evidence-based practices for advancing student success for underserved students. Specifically, the applicant indicates that will engage in a Culturally Responsive Teaching microcredential. Through performance-based microcredential experiences, teachers will develop the knowledge, skills, and professional dispositions to effectively affirm and empower students from diverse cultures. (e68).

Weaknesses:
a.   None noted
b.   None noted

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

1. **Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 2 points).**

    Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

    a)   In one or more of the following educational settings:
      (1)   Early learning programs
      (2)   Elementary school.
      (3)   Middle school
      (4)   High school
      (5)   Career and technical education programs.
      (6)   Out-of-school-time settings.
      (7)   Alternative schools and programs.

    b)   That examines the sources of inequity and inadequacy and implement responses, and that may include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

Strengths:

Overview:

The applicant failed to identify a specific targeted population for the proposed project. In addition, they have not examined the sources of inequities that could be used to develop the project and insure appropriate pedagogical practices would be included.

a. The applicant indicated that they will work with students across all areas (P20) by providing

b. REACH will promote educational equity and adequacy of resources for underserved students in a number of ways: (1) through the dual certification program curriculum, (2) through student learning objective (SLO) projects during the yearlong internship, and (3) through the Science of Reading course and Culturally Responsive Teaching microcredential for teaching fellows and other teachers in high-need schools (e68-e69).

Weaknesses:

a.   None noted
b.   None noted

Reader's Score: 2

Invitational Priority - Invitational Priority

1. **Partnership Grants for the Establishment of Grow Your Own Programs**

   Projects that establish Grow Your Own programs that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.

   Strengths:

   Overview:

   The applicant clearly indicates that they will have a grow-your-own project designed to meet the shortages of teachers in their high-needs schools.

   The applicant clearly indicates that REACH will engage in a Grow Your Own. The IA Program is designed to recruit from IAs within partner LEAs and will offer coursework on a schedule and at a location that is conducive to the IA work schedule. Finally, students earning their Associate of Arts in Teaching (AAT) at local community colleges will be recruited to join the program (e28)

   Weaknesses:

   None noted

Reader's Score: 0

Status: Submitted

Last Updated: 06/07/2022 12:03 AM

Technical Review Coversheet

Applicant: Frostburg State University (S336S220019)
Reader #2:   **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	111

Technical Review Form

Reader #2:   **********

Applicant: Frostburg State University (S336S220019)

Questions

Selection Criteria - Quality of Project Design

1. **A. Quality of the Project Design (30 points)**

   The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

   (i)   The extent to which the proposed project demonstrates a rationale.
   (ii)   The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
   (iii)   The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
   (iv)   The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
   (v)   The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
   (vi)   The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

   Strengths:

   (i)   The application demonstrates a strong rationale for the project through the presentation of results from a comprehensive needs assessment of surrounding districts, state and national research (page e21)
   (ii)   The application documents clear objectives with specific outcomes for the project that are measurable but lacks a clear connection between the goal of long-term life outcomes of students and the program outcomes that can be measured.   (page e190)
   (iii)   The proposed program will improve teaching and learning through adherence to state and national accreditation standards. The establishment of a Teacher Education Advising and Support Center with the College of Education will support teaching and learning by providing preparation and tutoring services to students from a diverse background. (Page e27) The Grow Your Own Program will support college degree attainment and credit attainment for high school students taking dual enrollment courses as supported through research. (Page e42)
   (iv)   The proposed program design content will provide high-leverage best practices by incorporating numerous resources supported by research and effective practice in the field (Page e42)
   (v)   The performance feedback at the project, program, and individual level will inform continuous improvement by gathering feedback from all stakeholders (page e43-e44).
   (vi)   The MegaCommunity will build capacities and yield results beyond the period of Federal financial assistance by creating a network of relationships with each member identifying their strengths in relation to others (page e45).

   Weaknesses:

   No Weaknesses noted

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

1. B. Quality of the Project Evaluation (20 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

(i)   The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.
(ii)   The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

Strengths:

(i)   The project evaluation will provide documentation of valid and reliable performance data of on the potential for replication in larger contexts through multiple data collection methods (pages e36-e38). The project evaluation will provide documentation of valid and reliable performance data of TC's and TF's through pre/post data collection and multiple data sources (page e48,e50)

(ii)   Through the use of a mixed methods theory based design a thorough evaluation will be conducted as it combines both quantitative and qualitative research methods while explaining how knowledge is constructed (page e47)

Weaknesses:

No weaknesses noted

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i)   The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.
(ii)   The extent to which the budget is adequate to support the proposed project.
(iii)   The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.
(iv)   The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.
(v)   The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

(i)   FSU and the LEA partners demonstrate support of the program by providing state-of-the-art facilities at FSU and resources and spaces at the partner schools and districts as well as letters of support from each of the agencies (page

e54, Appendix E, e183).

(ii)   Total federal costs requested of $3,299,965 will support the REACH program as defined in the Budget Narrative (Section A).

(iii)   The proposed stipends for teacher mentors at $4,000 and induction coaches and literary coaches at $3500 do not seem reasonable in relation to typical stipend amounts in the school system.

(iv)/(v) The MOU's and MegaCommunity will ensure there are resources and commitment from a variety of stakeholders (page e60).

Weaknesses:

No weaknesses noted

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

1. D. Quality of the Management Plan (20 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of management plan for the proposed project, the Secretary considers the following factors:

(i)   The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
(ii)   The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

(i)   The proposed plan details an adequate plan to achieve the objectives of the proposed project on time, including clearly defined responsibilities, timelines, and milestones and includes a plan to require remediation within two weeks of any missed milestone or budget category that exceeds a 7% variance (page e60,e62,e63, Appendix H5)

(ii)   The proposed project level gathering of feedback will ensure continuous improvement in the operation of the proposed project through the use of surveys and focus groups of multiple stakeholders (page e63).

Weaknesses:

No weaknesses noted

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Increasing Educator Diversity (Up to 4 points).

Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator

workforce through adopting, implementing, or expanding one or both of the following:

a)   High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under Part B of Title III and Subpart 4 of Part A Title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under Title III and Title V of the HEA) that include one year of high-quality clinical experiences)prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates.
b)   Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.

Strengths:

(b)Through a Teacher Education Advising and Support Center within the COE which provides support for testing and connections to affinity groups on campus as well as recruitment of targeted underrepresented groups improvements will be made to ensure diversity of teacher candidates (page e65). The pairing of students with induction coaches who share demographic identify markers with the student the project will support underrepresented teacher candidates (page e65).

Weaknesses:

No weaknesses noted

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

1. **Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 3 points).**

    Projects that are designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.

Strengths:

•   Through dual certification, embedded clinical experiences, and micro credentials /PD, teachers will be prepared to meet the needs of underserved students within a high-need school (Page e66).
•   Advanced certifications will be possible through a Teacher Leader Pathway that engages veteran teachers to prepare for National Board Certification (page e66).

Weaknesses:

No weaknesses noted

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. **Meeting Student Social Emotional, and Academic Needs (Up to 2 points).**

   Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through creating a positive, inclusive, and identity-safe climate at institutions of higher education, through one or more of the following activities:

   a)   Fostering a sense of belonging and inclusion for underserved students.
   b)   Implementing evidence-based practices for advancing student success for underserved students.

   Strengths:

   •   The Teacher Education Advising and Support Center descried with the project will foster a sense of belonging and inclusion for underserved students through supports for specific populations, health supports, and identify-affirming organizations.

   Weaknesses:

   No weaknesses noted

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

1. **Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 2 points).**

   Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

   a)   In one or more of the following educational settings:
   (1) **Early learning programs**
   (2) **Elementary school.**
   (3) **Middle school**
   (4) **High school**
   (5) **Career and technical education programs.**
   (6) **Out-of-school-time settings.**
   (7) **Alternative schools and programs.**

   b)   That examines the sources of inequity and inadequacy and implement responses, and that may include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

   Strengths:

   •   Dual certification program curriculum (page e67).
   •   Student learning objective projects during the yearlong internship (page e67)
   •   Science of Reading course and Culturally Responsive Teaching micro credential for teaching fellows and other teachers in high-needs schools (page e67)

Weaknesses:

No weaknesses noted

Reader's Score: 2

Invitational Priority - Invitational Priority

1. Partnership Grants for the Establishment of Grow Your Own Programs

Projects that establish Grow Your Own programs that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.

Strengths:

•   Program responds to the unique needs of the rural district (page e17)
•   The district administrators have indicated that they employ 77 paraeducators with earned associate degrees who would benefit from the opportunity to obtain teacher certification, especially in special education (page e23 and e27-e28).

Weaknesses:

No weaknesses noted

Reader's Score: 0

Status: Submitted
Last Updated: 06/06/2022 11:38 PM

Technical Review Coversheet

Applicant: Frostburg State University (S336S220019)
Reader #3: **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	111

Technical Review Form

Panel #3 - Panel - 3: 84.336S

Reader #3:   **********

Applicant: Frostburg State University (S336S220019)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of the Project Design (30 points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i)   The extent to which the proposed project demonstrates a rationale.
(ii)   The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
(iii)   The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
(iv)   The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
(v)   The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
(vi)   The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Strengths:

(i)The proposed partnership between FROSTBURG STATE UNIVERSITY and partner LEAs will lead to an expanded teacher continuum in rural America by implementing the REACH program. (pg. e14) 5

(ii)The objectives, measures, and desired outcomes for REACH graduates will demonstrate the impact of the REACH program by generating a robust/exhaustive set of effectiveness data. (pg. e25) 5

(iii)The proposed REACH comprehensive and exemplary approach will improve teaching and learning by increasing the number of highly effective teachers for special education in Appalachia, improving teacher support, retention, and advancement; and validating the impact of the model. (pg. e25) 5

(iv)The design of the proposed project is supported by the use of evidence-based practices such as the What Works Clearinghouse practice guides and intervention reports. (pg. e42). 5

(v)The program performance feedback and continuous improvement will demonstrate levels of effectiveness by providing cycles of outcome data from the three distinct levels (project, program, and individual) identified in the program design. (pgs. e43-e44)5

(vi)The proposed project will sustain beyond the period of Federal financial assistance by utilizing the MegaCommunity to build capacities, professional development, and career ladders. (pg. e45) 5

Weaknesses:

No weaknesses

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

1. B. Quality of the Project Evaluation (20 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project.
In determining the quality of the evaluation, the Secretary considers the following factors:

(i)	The extent to which the methods of evaluation will provide valid and reliable
performance data on relevant outcomes.
(ii)	The extent to which the methods of evaluation are thorough, feasible, and appropriate
to the goals, objectives, and outcomes of the proposed project.

Strengths:

(i)The evaluation strategy will provide adequately valid and reliable performance data on relevant outcomes by collecting and monitoring data that is clearly aligned to the program desired outcomes on formative and summative cycles. (pgs. e47) 10

(ii)The evaluation strategy will prove to be quite feasible and appropriate by directly aligning the timeline and data collection process with the identified objectives, measures and desired outcomes of the proposed project. (pgs. e50-e51) 10

Weaknesses:

No weaknesses

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

The Secretary considers the adequacy of resources for the proposed project. In determining
the adequacy of resources for the proposed project, the Secretary considers the following
factors:

(i)	The adequacy of support, including facilities, equipment, supplies, and other resources,
from the applicant organization or the lead applicant organization.
(ii)	The extent to which the budget is adequate to support the proposed project.
(iii)	The extent to which the costs are reasonable in relation to the objectives, design, and
potential significance of the proposed project.
(iv)	The extent to which the applicant demonstrates that it has the resources to operate the
project beyond the length of the grant, including a multi-year financial and operating model
and accompanying plan; the demonstrated commitment of any partners; evidence of broad
support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term
success; or more than one of these types of evidence.
(v)   The relevance and demonstrated commitment of each partner in the proposed project to
the implementation and success of the project.

Strengths:

(i)The various supports stem from FSU and the LEA, which suggests exemplary capacity for the proposed program to be implemented with fidelity. (pg. e50) 6

(ii)The expenditures outlined in the proposed project's budget suggests fiscal capacity to adequately implement the proposed project given that specific front-end investments of $3,299,965 to cover things such as the Dual Certified Program and Teacher-Leader Pathways positions to sustain the program beyond the grant cycle. (pg. e55) 6

(iii)The proposed project costs for the identified personnel are reasonable given that the federal funds, for example, will primarily support $10,000 per educator. (pg. e56). 6

(iv)The applicant demonstrates exemplary capacity to operate the project beyond the life of the grant. The applicant will hire a Sustainability Consultant to work with the Leadership Team. The project includes specific types of sustainability such political sustainability. (pg. e58) 6

(v)The proposed finances and resources offered from the partners demonstrate an exemplar level of relevance and commitment. The applicant makes reference to the letters of support and an MOU between Baltimore City for Clinical Rotations and Allegany County Public Schools. (p. e59) 6

Weaknesses:

No weaknesses

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

1. D. Quality of the Management Plan (20 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of management plan for the proposed project, the Secretary considers the following factors:

(i)   The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
(ii)   The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

(i)The use of the REACH management team to manage day-to-day activities of the project activity related to the launch of the residency program and other implementation processes will provide an adequate approach to project oversight and management. Weekly meetings of this team provide a forum for monitoring progress and assessing the effectiveness of major project tasks as shown in the Appendix H5: REACH Management Plan (p. e194). Qualifications are included for key project managers and personnel to provide evidence of leadership and expertise needed to oversee the implementation of proposed project tasks (p. e62). An overall project management timeline provides a detailed scope in carrying out the objectives of the proposed project on time. 10

(ii)The proposed project will demonstrate exemplar feedback and continuous improvement procedures by implementing formal processes that include semester and annual data collection cycles. (pg. e63)

Weaknesses:

No weaknesses

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. **Increasing Educator Diversity (Up to 4 points).**

   Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or both of the following:

   a)   High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under Part B of Title III and Subpart 4 of Part A Title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under Title III and Title V of the HEA) that include one year of high-quality clinical experiences)prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates.
   b)   Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.

   Strengths:

   The proposed project will increase the diversity of Teacher Candidates by fully implementing the proposed activities in the grant application.

   Weaknesses:

   No weaknesses

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

1. **Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 3 points).**

   Projects that are designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.

Strengths:

The proposed project will increase the proportion of well-prepared educators who become certified as special educators by fully implementing the proposed activities in the grant application. (pg. e66)

Weaknesses:

No weaknesses

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. **Meeting Student Social Emotional, and Academic Needs (Up to 2 points).**

   Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through creating a positive, inclusive, and identity-safe climate at institutions of higher education, through one or more of the following activities:

   a)   Fostering a sense of belonging and inclusion for underserved students.
   b)   Implementing evidence-based practices for advancing student success for underserved students.

   Strengths:

   The proposed project will promote equity in meeting student social emotional and academic needs by adding a Teacher Education Advising and Support Center. (p. e67)

   Weaknesses:

   No weaknesses

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

1. **Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 2 points).**

   Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

   a)   In one or more of the following educational settings:
   (1)   Early learning programs
   (2)   Elementary school.
   (3)   Middle school
   (4)   High school
   (5)   Career and technical education programs.
   (6)   Out-of-school-time settings.
   (7)   Alternative schools and programs.

   b)   That examines the sources of inequity and inadequacy and implement responses, and that may include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and

disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

Strengths:

The proposed project will promote equity in student access to educational resources and opportunities through dual certification, student learning objective projects, through the science of reading course, and other strategies. (pg. e67)

Weaknesses:

No weaknesses

Reader's Score: 2

Invitational Priority - Invitational Priority

1. Partnership Grants for the Establishment of Grow Your Own Programs

Projects that establish Grow Your Own programs that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.

Strengths:

The proposed project will increase the pool of teachers in high-need areas by implementing the REACH program with fidelity.

Weaknesses:

No weaknesses

Reader's Score: 0

Status: Submitted
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